

# Business Education And Its Growth

BY E. M. COULTER,  
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E. M. COULTER,  
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Forty years ago, when this country began its wonderful commercial development, business colleges were practically unknown. As time went on, however, manufacturing, railroad building, mine developing, wholesale merchandising, exporting and other commercial activities created a demand for young business assistants. Business attracted not only capital, but also the brains and the effort, energy and strength of most of the best men of the nation.

For many years the growth was slow and spasmodic, and it was not until after the hard times of '92 that business development began the meteoric career that has produced the captains of industry of the present day. Business grew from the one-man size to the two-man size to a size where hundreds and, in many cases, thousands of men were associated in one enterprise. This gigantic development could have but one natural and logical result, viz., a demand for efficiently trained assistants. The absolute need of help was too great to admit of the old-style apprenticeship system, which for centuries had been in vogue in most lines of trade. Business men needed trained assistants, assistants who knew what to do and how to accomplish results.

It was this overpowering demand for thoroughly trained business workers, growing greater and greater every year, that gave birth to the fostering of the business college by business men. Business men said then, as they say now, to the leading business college president: "We need young men, but we haven't the time to train them. Get them, train them and we will hire them at double and triple the wages they can earn as unskilled workers." The public schools had not done this work; private schools were compelled to do it, and, in most cases, are still compelled to do it. Thus the purpose and object of honorable business colleges was fixed, not by the fancy or wishes of any one man or set of men, but by the conditions surrounding the commercial development of this country.

**Opportunities in the South.**

The progressive eyes of the world are upon the South to-day. In no other part of the country, and this means in no other part of the world, is there at the present time such progress being made and such opportunities being opened for ambitious young people as in the South.

The phenomenal commercial growth of the South which has marked the past decade brings to us opportunities unparalleled in the history of the country; but if we are to attain a full measure of success, we must equip ourselves with education and training, that we may acquire all the benefits to be derived from these opportunities.

The commercial and industrial activities that now exist demand thoroughly trained and able workers. Our land is bristling with possibilities, and all that is required is sufficient confidence to take the initiative.

**Business, the Greatest Profession.**

Business to-day is the greatest of all professions. No one should expect to qualify himself for a successful career without devoting a sufficient time to business subjects. It is impossible in a few weeks or months to master thoroughly the subjects which pertain to commercial life. Thirty or forty years ago, in the early history of business colleges, three months' attendance covered the usual course, but as business requirements became more exacting, business men demanded better and more thoroughly trained assistants. This exacting demand necessitated better training for those entering business life, and to furnish this training the best business colleges lengthened and broadened their courses, making the average time of attendance at least six months, and in many cases, a longer period. Business education to-day is receiving more attention from educators all over the country than any other one branch of study. This subject is on the program of every convention of educators.

**Young People Should Exercise Caution.**

Unfortunately, in Virginia and many of the States there is no law preventing an unscrupulous man from entering a city, renting a room or two, buying a few cheap tables and chairs, employing one or more untrained assistants and calling the combination a business college. These are usually the schools that offer special inducements, that will pay railroad fare, that will guarantee positions and emphasize short courses. These schools only last a short time, just long enough to inveigle the unsuspecting and get their money.

There is as much difference between business colleges as there is between a district school along the roadside in the country and a State university. Young people should exercise the greatest caution in the selection of a school.

**Young People Should Study Shorthand.**

On June 15 a notice appeared in the public press regarding the United States civil service examination from June 7

## Business as a Profession

BY W. P. HAYNES, President Haynes Business College of Richmond.

BY W. P. HAYNES,  
President.

In my opinion business is a profession, and one of the greatest. I believe that there are better opportunities in this profession than any other. No one should expect to qualify himself for any position in life without devoting a reasonable time to business subjects. It is impossible in a few weeks (as some unscrupulous business college proprietors advertise) to master the subjects that pertain to business life. Forty or fifty years ago, in the early history of business colleges, three months' attendance was deemed sufficient, but business requirements became more exacting, natural business conditions demanded better trained assistants. To meet this demand, the best business colleges lengthened and broadened their courses of instruction. The subject of business education is on the program of every educational convention, and this shows that people are awakening to the value of a thorough training in commercial subjects. It is the duty of every person to acquire an education, not only a duty he owes to himself, but a duty he owes to his associates, and the people in general.

There is in our profession a duty that pales into insignificance the above-mentioned duty, and it is to be regretted that there are business college proprietors who put their own interests above the welfare of their students. I believe the primary object of a school should be to benefit the student, and not to enrich the proprietor, or proprietors. I doubt that few business college proprietors and managers realize that they are responsible to a great degree for the character of their students, and the methods by which the future business of this country will be transacted. I think it a noble thing to encourage young people to acquire an education, and I believe that people who are in this work because they can be instrumental in increasing the earning capacity of deserving young men and women, will be amply repaid for their labor in the satisfaction of knowing that they have assisted these worthy young people to better positions in life.

Proprietors and managers of business colleges should carefully consider whether the course of instruction in their institution was prepared for the purpose of getting the most money

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# The Business Schools and What They Are Doing

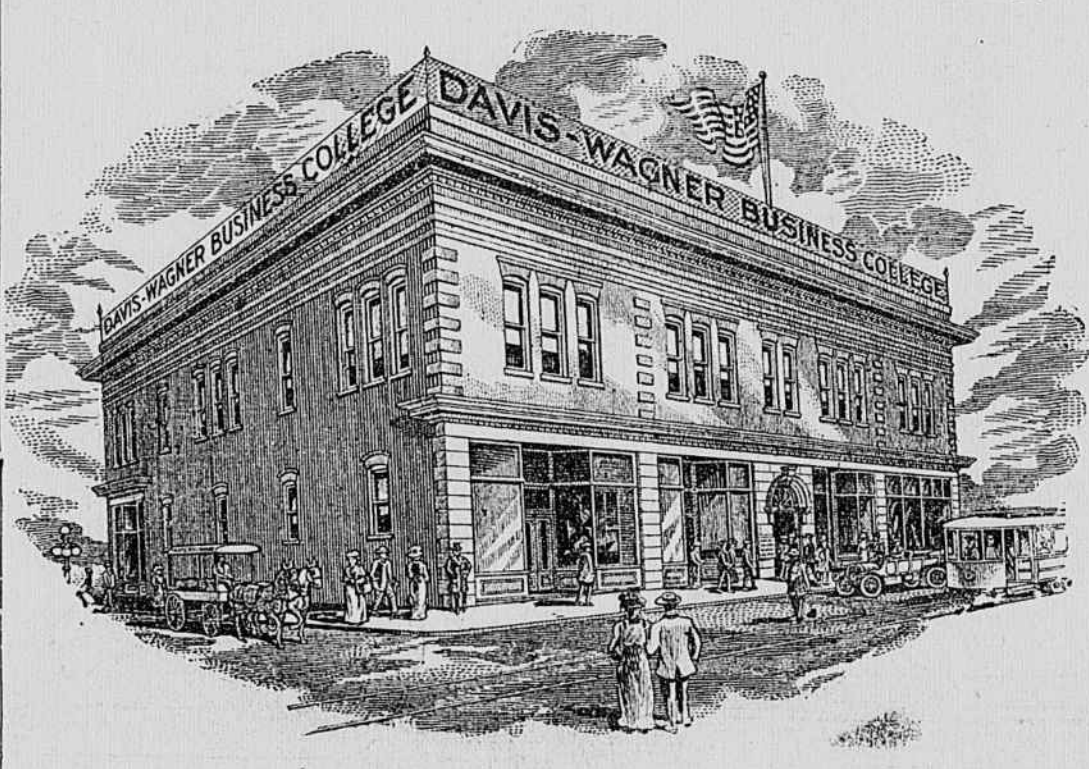
By BEVERLY A. DAVIS, President Davis Wagner Business College, Norfolk, Va.

There are in the United States about 1,000 well-established business schools. In addition to these institutions, which are devoted exclusively to business training, many of our leading colleges and universities have well-organized commercial departments, and to meet a popular demand, almost every high school in the land, has added to its curriculum some of the most important commercial branches.

These conditions are not the result of chance. Things are not done as they were, even a few years ago. The order of the day is progress. The railroads, the telegraph, the telephone, the automobile, etc., have revolutionized business. They cause things to move at a rapid pace. The slow method of training young people in the counting room no longer exists. The times demand that they be trained before entering upon commercial pursuit. Every applicant for a position is met with the pointed question, "What can you do?"

While the business schools of our country have not reached perfection, most of them have kept abreast of the times, observing the modern business methods employed by the most successful business men, and, as nearly as possible, applying them to the various courses of instruction which they offer, thus enabling their students to answer this all-important question, in a satisfactory manner. "Learning by doing," a common phrase, is a reality to the students of the modern, up-to-date business school. In consequence, they not only grasp business ideas quickly, but in such a manner as to enable them to enter a modern business office, as intelligent and efficient workers.

The courses for which there is the greatest demand, and, consequently, which receive most attention, are the commercial and the stenographic. The former embraces single and double entry bookkeeping, banking, corporation accounting, penmanship, commercial law, commercial arithmetic, spelling and English; the latter, shorthand, typewriting, manifold, writerpressing, filing, spelling and English. Each of these courses qualifies for definite work. As the subjects indicate, the commercial has for its object the training for the counting room or for general business, while the stenographic trains for amanuensis or professional shorthand work. As they embrace no subjects except those actually needed, the time required for their completion is reduced to a minimum. It varies, of course, in the different schools, as the standards are not the same, but, as a rule, an average student, who has completed the common school branches usually requires about six months for either the



## Classified List of Leading Schools and Colleges

A compilation of institutions of learning in Virginia, West Virginia, North Carolina, South Carolina, Tennessee, Maryland, Pennsylvania and the District of Columbia, comprehensively described and illustrated, showing location, scope, equipment, attractions, rates, etc., in this

Third of Ten Numbers of the Sixth Annual School Section of The Times-Dispatch

- UNIVERSITIES.**
- University of North Carolina, Chapel Hill, N. C., Dr. F. P. Venable, president.
- University of Virginia, Charlottesville, Va., E. Alderman, president.
- Washington and Lee University, Lexington, Va., George H. Denny, president.
- COLLEGES.**
- Bridgewater College, Bridgewater, Va., John S. Flory, president.
- Elon College, Elon College, N. C., E. L. Morin, president.
- Emory and Henry College, Emory, Va., C. Weaver, president.
- Eastern College, Manassas, Va., Dr. H. U. Roop, president.
- Gulford College, Guilford College, N. C., L. L. Hobbs, president.
- Hampton-Sidney, Hampton-Sidney, Va., H. Tucker, president.
- Randolph-Macon College, Ashland, Va., H. J. Blair, president.
- Randolph College, Richmond, Va., F. W. Boatwright, president.
- Roanoke College, Salem, Va., J. A. Morehead, president.
- Rock Hill College, Elliott City, Md., J. C. G. Evans, principal.
- Trinity College, Durham, N. C., R. L. Flower, secretary.
- William and Mary College, Williamsburg, Va., L. G. Tyler, president.
- CO-EDUCATIONAL AND PREPARATORY SCHOOLS.**
- Alderson Baptist Academy, Alderson, W. Va., E. M. O. Prudden, principal.
- Emma C. Alderson, lady principal.
- Allegheny Collegiate Institute, Allegheny, Pa., Miss S. Enloe, E. H. Rowe.
- Columbia Institute, Columbia, Tenn., Miss Mary A. Bryant.
- DuBois Institute, Dublin, Va., T. M. Hunter, principal.
- Massanutten Academy, Woodstock, Va., Howard J. Benchoff, president.
- Shenandoah College, Winchester, Va., J. H. Ruebush, manager.
- Trinity Park School, Durham, N. C., S. B. Underwood, principal.
- Virginia Christian College, Lynchburg, Va., S. T. Sneed, secretary and treasurer.
- COLLEGES AND SEMINARIES FOR WOMEN AND GIRLS.**
- Berwick School, Wytheville, Va., Mrs. Jas. Stuart Ward, principal.
- Bowling Green Seminary, Bowling Green, Va., Rev. J. S. Enloe, E. H. Rowe.
- Chloro College, Greenville, S. C., S. C. Byrd, president.
- Chatham Episcopal Institute, Chatham, Va., C. H. Tucker, president.
- Co-Operative School, Bedford City, Va., O. C. Hucker, principal.
- Evans College, West Chester, Pa., Mary Evans Chambers, principal.
- Elizabeth College, Charlotte, N. C., Charles E. H. Rowe, principal.
- Ellis Institute, Miss, Richmond, Va., J. E. Lett, principal.
- Faulkner Institute, Warrenton, Va., Miss Nellie V. Butler, principal.
- Fort Loudoun Seminary, Winchester, Va., Catherine R. Glass, president.
- Greenbush Female College, Greensboro, N. C., Lucy H. Robertson, president.
- Hamilton School, Washington, D. C., Mrs. Baldwin, principal.
- Hampden College, Hampton, Va., Miss Fitchett, principal.
- Hannah More Academy, Reisterstown, Md., Anna L. Laurence, principal.
- Herdon Seminary, Herndon, Va., Misses Cushman, principal.
- Hollins Institute, Hollins, Va., Matty L. Cocks, president.
- Holy Cross Academy, Washington, D. C., Rev. C. M. Prudden, principal.
- Kleinberg Female School, Schuyler, Va., B. M. Waller, president.
- Louisburg College, Louisville, N. C., Mrs. Mary D. Allen, president.
- Madison Hall Seminary, Washington, D. C., Prof. George P. Winston, principal.
- Mary Baldwin Institute, Staunton, Va., W. W. King, business manager.
- Maryland College, Lutherville, Md., C. W. Gallacher, president.
- Meredith College, Raleigh, N. C., R. T. Vann, president.
- McGuire's Academy, the directors, Cantonville, Md., the directors.
- Mr. St. Agnes College, Mt. Washington, Md., Charles of Mercy.
- Martha Washington College, Abingdon, Va., Rev. S. D. Long, D. D., president.
- Morris School, Miss, Richmond, Va., Susie P. Morris, principal.
- Notre Dame of Maryland, Charles Street, Baltimore, Md., Sister M. Florence, principal.
- Oxford College, Oxford, N. C., F. P. Hobgood, president.
- Powhatan College, Charles Town, W. Va., S. P. Hatten, president.
- Powhatan Institute, Belton, N. C., R. G. Port, principal.
- Randolph-Macon College, Lynchburg, Va., Wm. W. Smith, president.
- Randolph-Macon Institute, Danville, Va., Chas. G. Evans, principal.
- St. Anne's Episcopal School for Girls, Charlottesville, Va., Miss Mary H. DuVal.
- St. George's College, Asheville, N. C., S. Deplank, superintendent.
- St. Mary's School, Raleigh, N. C., E. Crunk, school business manager.
- Salem Female Academy and College, Winston-Salem, N. C., Howard E. Rondthaler, president.
- Southern Female College, Petersburg, Va., Arthur Kyle Davis, president.
- Southern Presbyterian College and Conservatory of Music, Red Springs, N. C., C. G. Vardell, president.
- Southern Seminary, Buena Vista, Va., Rev. J. B. Ellis, president.
- Southside Female Institute, Chase City, Va., H. G. Norfister, president.
- Stewart Jackson Institute, Abingdon, Va., Mrs. M. M. Davis, principal.
- Stuart Hall, Staunton, Va., Miss M. P. DuVal, principal.
- Sullins College and Conservatory of Music, Bristol, Va., James E. Meares, president.
- St. Catharine's Normal Institute, Staunton, Va., Benedict, president.
- Virginia College, Roanoke, Va., Mattie P. Harris, president.
- Womans College, Richmond, Va., James Nelson, president.
- BUSINESS COLLEGES.**
- Central Business College, Roanoke, Va., John C. Hartung, business manager.
- Danville Commercial College, Danville, Va., J. W. Cook, principal.
- Dallas-Wagner Business College, Norfolk, Va., Beverly A. Davis, president.
- Draughon's Business College, Columbia, S. C., O. N. Draughon, president.
- Dunsmore Business College, Staunton, Va., J. G. Dunsmore, president.
- Edwin College, Richmond, Va., William P. Haynes, president.
- King's Business College, Raleigh, N. C., J. King, president.
- National Business College, Roanoke, Va., E. M. Coulter, president.
- Paterson School, Philadelphia, Pa., L. B. Morfitt, business manager.
- Smithfield Business College, Richmond, Va., G. M. Smithfield, president.
- Southern Business College, Richmond, Va., J. M. Blackford, president.
- Virginia Commercial and Shorthand College, Lynchburg, Va., C. L. T. Fieger, president.
- BOYS' PREPARATORY SCHOOLS.**
- The Bingham School, Asheville, N. C., Col. B. Bingham, president.
- Chamberlayne School, Richmond, Va., Churchill Gibson Chamberlayne, president.
- Clifton Springs Academy, Clifton Springs, Va., Hampden Wilson, head master.
- Episcopal High School for Boys, Alexandria, Va., L. M. Blackford, president.
- Gilman Country School, Roland Park, Md., Edwin B. King, headmaster.
- Gloster Academy, Gloucester, Va., John Tabb, principal.
- Jefferson School for Boys, Charlottesville, Va., E. R. Rogers, headmaster.
- McGuire's University School, Richmond, Va., John P. McGuire, president.
- Merced School, Merced, Pa., Wm. N. Irving, president.
- Wm. N. Irving, president.
- Money School, The, Campbell, Va., W. E. Money, headmaster.
- Oak Ridge Institute, Oak Ridge, N. C., J. A. and M. H. Holt, principals.
- Phillips Brooks School, Philadelphia, Pa., Alfred C. Arnold, headmaster.
- Randolph-Macon Academy, Bedford, Va., E. Sumter Smith, principal.
- Randolph-Macon Academy, Front Royal, Va., Charles L. Melton, principal.
- Shenandoah Valley Academy, Winchester, Va., B. M. Rozell, principal.
- MILITARY SCHOOLS.**
- Augusta Military Academy, Fort Defiance, Va., Thomas J. Roller, principal.
- Bingham School, Mebane, N. C., Preston Lewis Gray, principal.
- Benedict College, Richmond, Va., Rt. Rev. Leo Haid, president.
- Fishburne Military School, Waynesboro, Va., David Smith, M. D., dean.
- Fork Union Military Academy, Fork Union, Va., Greenbrier, Lion, headmaster.
- Lewisburg, W. Va., H. B. Moore, principal.
- Hornor Military School, Oxford, N. C., J. C. C. Johnston, principal.
- Stanton Military Academy, Stanton, Va., Captain Wm. H. Kable.
- Tinsley Military Academy, Winston-Salem, N. C., J. W. Tinsley, headmaster.
- Virginia Military Institute, Lexington, Va., General E. W. Nichols, superintendent.
- MUSIC AND ART.**
- Art Club of Richmond, Richmond, Va., Richmond School of Expression, Richmond, Va., Mrs. W. E. Thurston, principal.
- Richmond Conservatory of Music, Richmond, Va., Frank E. Condy, director.
- KINDERGARTENS.**
- Kindergarten and Primary School, Richmond, Va., Misses Scott and Talcott.
- Richmond Training School for Kindergartners, Richmond, Va., Lucy S. Coleman.
- TECHNICAL AND SPECIAL.**
- Baltimore Medical College, Baltimore, Md., J. W. Cook, M. D., dean.
- Baltimore Law School, Baltimore, Md., Judge Alfred S. Niles.
- Medical College of Virginia, Richmond, Va., Dr. Christopher Tompkins, dean.
- University College of Medicine, Richmond, Va., Dr. Stuart McGuire, president.
- College of Veterinary Surgeons, Washington, D. C., C. C. Barnwell Robinson, president.
- Virginia Mechanics' Institute, Richmond, Va., Frank W. Duke, superintendent.
- Virginia Polytechnic Institute, Blacksburg, Va., R. T. Elliott, secretary.
- College of Physicians and Surgeons, Baltimore, Md., Charles F. Bevan, M. D., dean.
- NORMAL SCHOOLS.**
- Normal and Collegiate Institute, Asheville, N. C., Edward F. Childs, principal.
- St. Catherine's Normal Institute, Baltimore, Md., Sister Ferdinand.
- St. Paul's Normal and Industrial School, State Female Normal School, Farmville, Va., J. L. Jarman, president.
- Normal School, Harrisonburg, Va., Julian A. Burruss, president.
- State Normal and Industrial School, Fredericksburg, Va., E. H. Russell, president.
- COLORADO SCHOOLS.**
- Manassas Industrial School for Colored Youth, Manassas, Va., T. C. Williams, principal.
- Ingleside Seminary, Burkeville, Va., Graham Cox Campbell, president.

# The Business College A Vocational School

BY B. MARNIX, President Central Business College, Roanoke.



B. MARNIX, A. B.

A prominent literary business man some time ago wrote me as follows: "I certainly am a thorough believer in the commercial college. The only education of genuine value in the present age is the education that forbids a man or woman from being a parasite on the community. We want the education of usefulness; we want people trained to bear the burdens of the world so they will not have to fall on the few, as they have in the past."

For more than half a century the commercial school has been training young men and women for self-reliance. No other influence or institution has done so much to open the way to business success for our boys and girls. It has opened the door of success to them by giving them a business training that enables them to go out into the field of business and compete honorably and successfully with their fellow men. With no other equipment than their natural strength and good health; their ability and willingness to work; the honesty of their intentions, the inspiration of their ambition, and the business training that the commercial school has given them, they enter the race and "make good."

Sixty or seventy years ago the business college, the commercial school, or by whatever name you may choose to term it, was but little heard of, and its graduates few in number. A demand for instruction in bookkeeping and commercial arithmetic led to the establishment of the first business college. The commercial school since that time has supplied a need and is filling most nobly a place in our educational system. It has grown rapidly in public favor, and at the present time every city or town of any pretensions whatever has its commercial school. The high school course is incomplete without the commercial department, and the college and the university, have, upon a large scale, established departments of commercial sciences; all of which is the outcome or the outgrowth of the thought suggested by that young man, some sixty or seventy years ago, who sought instruction in bookkeeping and commercial arithmetic. The commercial school, as we have it, is purely an American institution. It fills a two-fold mission. It not only trains its students for positions, but introduces them to the business world by securing them employment.

A business education is the shortest and surest path to success. Thousands of young men owe their successful careers to it. It gives opportunities to young men which would otherwise be beyond their reach. By its aid the humblest man may hope to win for himself an honorable position. Hundreds have reached national prominence through their commercial training. It opens avenues by which a young man may pass from the service of others to a safe and remunerative business of his own. Young men, you will find it a good thing; therefore, get it, and having obtained it, use it as a stepping stone to honest independence. Let me not forget our girls. The whole tendency of the times is towards a more practical, useful education for our girls. In preparing the minor active, prosperous business pursuits, and for the sterner realities of life—getting their own living and making their own way to self-reliance. Life's great ambition is to be and do. Life is a search for power, the power to know, the power to be and the power to do the work the world wants done. To woman the commercial school has been the emancipator. It has lifted her up from a life of dependence from domestic servitude and drudgery to a higher and more lucrative field of usefulness and profit in the business world. It can be truly said that since the establishment of the commercial school woman has become more independent and receives better compensation for her service than ever before in the history of the world. She has gone into the business office and made herself indispensable, and by her presence has made it a place of business refinement. Through the training received in the commercial school she has become in the fullest sense more than ever before man's helpmate—man's counselor and friend.

The commercial school is doing a grand and noble work, and follows closely the biblical injunction: "To among you shall be your servants." This we have the education of usefulness. It is the mission of the commercial school to impart that kind of training.

## COMMERCIAL EDUCATION

BY J. W. COCK,  
Principal of Danville Commercial College.

Simplification and system are the watchwords of the present generation. Through every stage of production and in the distribution of all kinds of manufactured goods and commodities, the saving of time and the shortening of processes is the controlling motive of the age. The function of every good business school is to teach those subjects which qualify young people for business life. The aim and ultimate end of all education is to promote happiness and build character. The work of the teacher here is no more complete when it stops with merely "hearing lessons" than is the case in literary institutions, for there is a higher and nobler side to the work in which we are engaged—the developing of men and women. That teacher is a failure who does not teach that manhood is more than the mere making of money; that excellence is the reward of industry; that moral character is a priceless asset; and that the clean hand gets the firmest grip upon real success.

**In Touch With Live Questions.**

A commercial training puts one in touch with the great live questions of the day—the political and economic policies and problems of our nation. It enables one to be practical, intelligent, self-reliant and useful, and affords considerable cultivation of the mind; while it inculcates habits of accurate observation and stimulates investigation.

The business courses have very important places in our system of education. As one evidence of this, they are being made a part of the curriculum of the high schools and colleges all over the country. The commercial schools are not merely preparing young people for clerical positions, but are educating them along practical lines. A large percentage of my students pursue these branches solely for their own advancement. Teaching them how to keep books and to write shorthand is a very small part of my work. The common school branches, including many of the high school studies and Spanish, are parts of the regular course.

Of the thirty years I have devoted to my profession, the first twelve years were given to teaching in the public schools, military preparatory schools, and normal colleges, respectively; the last eighteen years, to business college work. Without intending any reflection whatever upon any other educational activities, I am able to testify that my opportunities for service to young people and the public, as well as for setting definite results in teaching, are vastly superior in my present field of labor.

**At Age of High Ideals.**

Our students come to us just at the age when high ideals and noble aims in life are easily inspired in them, and the relationship of instructor and student is so intimate that a capable, earnest teacher gives them such a

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FOR CATALOGUES ADDRESS ANY OF THESE SCHOOLS